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ABSTRACT

Described is the proposed 1971-72 program for first through third grade culturally disadvantaged children as part of a Title III urban early childhood education program in Paterson, New Jersey. Listed are members of the Board of Education, the advisory committee, the parent committee, and the project staff. It is explained that the 1971-72 year is to focus on developing curriculum and performance objectives for the first through third grade levels. The group of 114 first grade children who had previously been in the kindergarten program component is described. Reported are 100% testing of all pre-kindergarten, kindergarten, and first grade children on one or more test instruments, and the plan to test future first grades with measures such as the Stanford Achievement Test Primary Battery. Explained is the existing program of ungraded homogeneous reading groups for grades 1 through 3. (DB)

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DALE AVENUE SCHOOL

PATERSON, NEW JERSEY

A TITLE III E.S.E.A. PROJECT
PATERSON BOARD OF EDUCATION

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By Helping a Classmate A Student Reinforces Her Own Skills.

What You Should Know About the Second Year of Title III at Dale Avenue School

The Dale Avenue Urban Early Childhood Education Project, housed in the Dale Avenue School in Paterson, New Jersey, has entered its second phase.

In 1971 the Project staff developed curriculum and performance objectives for Pre-Kindergarten and Kindergarten at Dale Avenue School and tested this population as well as several control groups. The plan had been to continue along these lines and to develop and test first grade in 1971-72 and second and third grade in 1972-73. After much consideration it was decided instead that 1971-72 will be devoted primarily to developing curriculum and performance objectives for first, second and third grades. The following year, 1972-73, will be devoted to interpreting the data. Some testing will be undertaken this year. However, in-depth testing, refining and changing performance objectives where needed will be undertaken next year. Each Dale Avenue child regardless of grade will be working at his own level in each area.

Evaluation 1971-72

A pre-test and post-test experimental control design using standardized and locally developed instruments will be used to evaluate the academic performance of the project students.

At the Kindergarten level the Peabody Picture Vocabulary Test, the Anne E. Boehm Test of Basic Concepts, the Stanford Early Achievement Test and the staff-made Identity and Body Parts Test, Skill Assessment Test and Performance Objectives Record will be administered.

The Kindergarten experimental group who had been tested in Pre-Kindergarten and the disadvantaged and advantaged control groups with no preschool experience who were tested in 1970-71 will be tested this year. A new control group of thirty advantaged Kindergarten children in a neighboring town will also be tested as well as an additional group of disadvantaged Kindergarten children to add to our control group.

At the first grade level the Peabody Picture Vocabulary Test, Stanford Achievement Test Primary Battery and the locally developed Performance Objectives Record will be administered. The Wechsler Intelligence Test for Children will be administered to thirty randomly selected first level pupils to ascertain the correlation between it and the Peabody Picture Vocabulary Test.

The first grade level experimental group and the disadvantaged and advantaged control groups who were tested in Kindergarten in 1970-71 will be tested this year. The first graders using performance objectives at School #24 who were tested as Kindergarten pupils in 1970 will also be tested. Additional advantaged and disadvantaged first grade children will be tested and added to control groups.

Socializing and Language Development at Lunch

Positive significant differences of project students based on the pre-test and post-test data will be used to evaluate individual student progress.

Description of the First Grade Children

One hundred and fourteen first grade children at Dale Avenue School form one part of the experimental group in the Title III study. The children are in five classes whose size ranges from twenty to twenty-five. Two teachers share an aide for approximately fifteen hours per week. The group is slightly smaller than it was last year in Kindergarten as some children moved to another country, state or town, to a parochial school or to another school in the district.

Fifty percent of the group are boys and fifty percent are girls. Sixty percent are Black, twenty percent are Spanish, nineteen percent are White and one percent is Chinese.

The average income per family is $6590 per year and there are approximately three children per family.

The father's occupations are varied. They include truck drivers, factory workers, machine operators, bus drivers, salemen, plumbers, ministers, welders, cabinet makers, cutters, laborers, construction workers, employment interviewers, pressers, personnel supervisors, testors, asphalt layer, aluminum etcher, sheet metal workers, I.B.M. operators, frame makers, Public Service men.

The mother's occupations include secretaries, crossing guards, teachers, super market checkers, health aides, cashiers, sales girls, factory workers, parking attendants and domestics.

In this group of one hundred and fourteen children are seven who were not in the study last year as they repeated several months of Pre-Kindergarten and were advanced to Kindergarten in the middle of the school year. At the end of the 1970-71 school year it was decided that they were ready to move to the first level.

TESTING

One hundred percent of the Pre-Kindergarten children at Dale Avenue School have been pre-tested on the Peabody Picture Vocabulary Test, form A, the Pre-Kindergarten Skill Assessment Test and the Pre-Kindergarten Identity and Body Parts Test.

One hundred percent of the advantaged Kindergarten Control Group has been pre-tested on the Peabody Picture Vocabulary Test, form A, the Kindergarten Skill Assessment Test, and the Kindergarten Identity and Body Parts Test.

One hundred percent of the Kindergarten Experimental Group at Dale Avenue have been tested on the Peabody Test, form A, the Kindergarten Skill Assessment Test, the Kindergarten Identity and Body Parts Test and the Stanford Early School Achievement Test.

One hundred percent of the Kindergarten children using Performance Objectives at School #24 have been pre-tested on the Peabody Test, form A, the Kindergarten Skill Assessment Test, the Kindergarten Identity and Body Parts Test and the Stanford Early School Achievement Test.

One hundred percent of the First Level children in Dale Avenue School have been pre-tested on the Peabody Test, form A.

One hundred percent of the First Grade children using Performance Objectives in School #24 have been pre-tested on the Peabody Test, form A.

TESTING 1971-72

One hundred and sixteen Kindergarten children at Dale Avenue School, twenty-nine Kindergarten children at School #24 in Paterson, New Jersey, thirty advantaged Kindergarten children in Kinnelon, and eighteen disadvantaged Kindergarten children have been tested.

The mean I.Q. score on the Peabody Picture Vocabulary Test for the Dale Avenue Kindergarten children at pre-test time was 88.46. (When these children entered Pre-Kindergarten in September 1970 they scored 80 on the Peabody. At post-test time they scored a mean of 89.4.) The mean score for the Kindergarten children at School #24 who are using Performance Objectives but who have never been to Pre-Kindergarten was 78.65 on the Peabody. The mean I.Q. score for the Kinnelon children who can be considered very advantaged was 105.41 on the Peabody pre-test.

One hundred and fourteen first level children at Dale Avenue School and twenty-five first grade children at School #24 have been tested. Twelve advantaged and twenty-nine disadvantaged Paterson children have been tested so far.

The mean I.Q. score at pre-test time on the Peabody, form A for the First Level children at Dale Avenue School was 100.50. For the group of children tested at School #24 who used Performance Objectives the mean I.Q. score was 87.36. The advantaged group mean I.Q. score was 105.25 and the disadvantaged group mean I.Q. score was 72.93.

What Title III Staff Hopes to Accomplish in 1971-72

It is the purpose of the Title III Dale Avenue Urban Early Childhood Education Project to: (1) define the needs in first, second and third grades; (2) to monitor all grade levels in Dale Avenue (Pre-Kindergarten through third) and control groups in School #24 (Kindergarten and First); (3) define curriculum needs based on assessment of students physical, sociological and educational needs; (4) to produce a more effective curriculum which will provide varying rates of progress for a variety of students; (5) to train and develop staff in the use of materials, curriculum development research and evaluation capabilities, teaching techniques and classification of student needs; (6) to improve the academic performance and capabilities of students from disadvantaged urban environments; (7) to produce an assessment system that supports student programming, practical research studies and project evaluation; (8) to involve parents in the activities of the children and school through special programs and training activities that will result in their active participation in the reinforcement of the educational process; (9) to establish a program for the dissemination of information to the community, parents and educators; (10) to expand supplementary services (medical and educational) in the areas of hearing, speech, home economy, social and psychological services; (11) to develop programs in bilingual and multicultural education stressing the mutual respect and understanding of differences and developing learning techniques

appropriate to different life styles; (12) to provide life style and hero models with which each youngster can identify and be relevant to his participation in the educational experience; (13) to articulate present staff with additional staff for more effective program implementation; (14) to expand the physical, sociological and educational concepts of the Pre-Kindergarten, Kindergarten program upwards so as to involve all grade levels housed in Dale Avenue; (15) to reverse upwards the low expectations of each youngster by self, teacher, home and community.

Dale Avenue Personnel Who Teach a Forty-five Minute Reading Group Every Morning.

Ungrading Levels One Through Three For Reading

At the beginning of the 1971-72 school year levels one through three were grouped homogeneously for reading. Every specialist, aide and teacher spends, the first forty-five minutes of the school day with a small group of children. The children are in groups of from five to fifteen. Each child, depending on his reading level, was assigned to a particular group.

The grouping of the children was determined primarily by the teachers' assessment at the end of school in June. A sampling of children in the third grade were tested with the Bank Street Reading Test as determined by teacher estimate. The results tied in closely with the estimation of the teachers so that the testing was discontinued.

The regular reading groups are taught by the following teachers and aides: Mrs. Helen Bassett, Mrs. Jean Ferrucci, Mrs. Evelyn Notkin, Miss Goldy Weiner, Mrs. Esther Solomon, Mrs. Syril Feuchtbaum, Mrs. Francis Juchniewicz, Mrs. Rhoda Schenberg, Mrs. Louvenia Conyers, Miss Mary Steele, Mr. Charles Pachella, Mrs. Geraldine Russo, Mrs. Lavinia Yarborough, Mr. John Canonico, Mrs. Betty Hardy, Mrs. Murleen Blair, Mr. Harry Kinderman, Mrs. Virginia Bannister, Mr. William Kelly, Mrs. Belen Castro, Mr. Joseph Swann, Mrs. Euralia Fernandez, Mrs. Annie Pearson, and Mr. John Tomasi.

Perceptual Training in the Gymnasuim

The Bank Street Basal Readers, workbooks, supplementary books, reading games, and phonics and word attack activities are used in the regular reading groups.

There are six experimental groups going on during the 9 to 9:45 reading period. Two of them are for Third Level pupils; the other four are for First Level pupils. Mrs. Angie Del Prete, the home economics teacher, along with Mrs. Dorothy Huntington, is working with a group of children for whom the traditional reading program was unsuccessful. Although they were third grade pupils they were reading on a primer level. Mrs. Del Prete began by ascertaining the listening vocabulary of her group. She is listing the words which the children know that pertain to home economics and home environment. A sight vocabulary of these words will be built and eventually, it is hoped, the children will be able to read simple directions for cooking.

Mrs. Helen Hanson, Title III Project Director, Mrs. Anna Taliaferro, Parent Coordinator and Miss Marion Lippa, Supplementary Teacher, work in the library with ten Third Level children who are reading on a pre-primer level and who have multiple disabilities. Games, operant conditioning, building good self-concept, behavioral therapy and basic skills constitute instruction here.

Miss Sue Drabkin, Physical Education Teacher, is working with a group of First Level pupils who exhibit perceptual motor problems that will make it difficult for them to move into a formal reading program. Miss Drabkin is training the children to

move through space and to make letters and shapes with their bodies. The children are reproducing on paper forms which they have "walked out." Several children in this group have advanced sufficiently to return to a more formal reading group.

Mrs. Diane Savona, the art teacher, is teaching a group of First Level children who exhibit some problem with form perception and encoding. Her children are drawing pictures and labeling them. The pictures are often constructed of basic forms. Mrs. Savona is giving added meaning to encoding with "cave pictures" that tell a story. The alphabet is made more exciting and meaningful by giving the letters an identity.

Mrs. Rose Levitt, the speech therapist, is helping First Level children who need language development and stimulation. Before they can read formally they must build an adequate vocabulary so they can understand what they read. Mrs. Levitt and the children have been labeling everything in the room and are now beginning to "read" these labels.

Mr. Arnold Leeds, the music specialist, has been working with a group of First Level children who enjoy music. These children are building word families and then putting these words into music.

All the children in the special reading groups and many of the regular reading groups seem to have caught the infectious enthusiasm of their teachers. The children are "turned on" and functioning beautifully. The programs are exciting and innovative and the children are learning.

From time to time children exhibit readiness to move upward in the reading groups. No child is moved until some appropriate testing has been done by the Title III team to substantiate the child's progress. A child moves ahead when testing indicates he should.

Not only in the reading groups but in all areas of learning the children will be working at their own level regardless of what grade level they are in.

The Title III Staff agrees wholeheartedly with the philosophy of Dr. Newell C. Kephart, Executive Director of The Achievement Center for Children at Purdue University. He has stated that for children in whom earlier stages of development have been inadequate, operation on the higher levels demanded by our educational methods become impossible. To continue an attempt to teach such a child at higher stages than his development would warrant set an impossible task, both for the teacher and the child. It is necessary in the case of such a child to go back through the stages of development, determine at which stage he has broken down, supply the necessary learnings, insure their integretion into generalization and reactivate the development process.

Other Dale Avenue Personnel Who Work With Children in The 1st Thru 3rd Level.